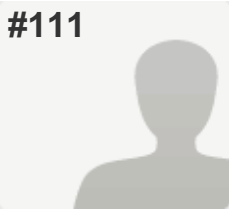


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**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, March 04, 2016 9:11:35 AM**Last Modified:** Wednesday, September 14, 2016 7:58:33 PM**Time Spent:** Over a month**IP Address:** 207.28.255.34

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Q1: Name of School District:	Iowa Valley Community School District
Q2: Name of Superintendent	Donita Joens
Q3: Person Completing this Report	Patricia Miles

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Q4: 1a. Local TLC Goal

Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation.

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

All teachers were informed of the variety and number of leadership positions in the Spring of 2015. After the TLC selection committee posted the jobs available, interviewed the candidates and offered leadership positions: Eighteen out of the possible 20 positions were filled, which surpassed the State of Iowa assurance requirement, in which 18 of the 41 positions equaled over 43% of Teacher Leader positions filled. The lack of two Model Teacher positions being filled kept us looking, but in the long run, our enrollment numbers decreased, so we cut two of these positions for Year Two. With one teacher retiring and one teacher stepping down (due to personal reasons), we have retained 16 of our 18 leaders; and we are actively addressing Model Teacher duties and responsibilities, so we feel we have fully met the goal of attracting and retaining effective teachers.

We have also developed and continue to adjust the roles and responsibilities of each Teacher Leader role. Each group of teachers were asked to give a short description of their duties at a school board meeting and were written about in our district newsletter. This was an extra duty, but helped to relay to our community and stakeholders of their leadership activities within the school day and through professional development; and how their roles affect student engagement and achievement.

Teacher Leader Retention Rates: 89%

	Year One: 1 Instructional Coach	Year Two: 1 Instructional Coach
	6 Lead Teachers	6 Lead Teachers
	6 Model Teachers	4 Model Teachers (1 retired)
	2 Technology Coaches	2 Technology Coaches
	2 PBIS Coaches	2 PBIS Coaches
	1 Mentor Teacher(AEA)	1 Mentor Teacher (AEA)
Totals	18 Teacher Leaders	16 Teacher Leaders

Exit Interviews:

Two teacher leaders chose not to return in year two. One retired (after 39 years!) and had nothing but great things to say about the TLC experience. "Giving teachers the power to make PD decisions was very important, and collaborative PLC meetings were extremely informative in discussing student and teacher goals within grade spans." Through other end-of-year conversations, TLC Surveys, and reflections (both peer and self) , we observed that the Model Teacher was the one position that lacked as much focus, so we have already set a plan in motion to increase mentoring with new teachers in this role, along with the Mentor Teacher position.

Q7: 2a. Local TLC Goal

Develop a culture of trust and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively, and work in teams to continually improve the teaching and learning process.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Collaboration is an important aspect at Iowa Valley. Through collaboration logs, PLC minutes, Teacher Leader Self Assessments and our annual PD Survey, we have maintained the voice of our teachers when planning for PD and collaborative activities. The Teacher Leaders and administrators met in June and thoroughly analyzed the PD Survey, along with the district assessments to build our 2016-2017 PD action plan. Ninety-Nine percent of all staff completed this survey.

All Teacher Leaders were required to maintain and submit a collaborative log. Each of these leaders were also required to attain peer reviews from various teachers that they worked with throughout the year; and to complete their own self-assessment of their leadership positions, which include reflections and goal setting. We feel that improvement of our teacher and learning process is done through constant collaboration with other colleagues and reflection on our own strengths and weaknesses. All of our teacher leaders (100%) met these requirements and also participated in a collaborative conversation with our superintendent at the end of the year. This conversation helped them develop personal and leadership goals for Year Two.

Through our annual PD Survey, we also have input into possible adjustments for next year. Teachers are showing an increased understanding of the TLC system in that they are willing to work with the leadership team. In the 2015-2016 school year, teachers worked with a teacher leader:

Instructional Coach	91%
Lead Teacher	60%
Model Teacher	20%
Mentor Teacher	6% (only had 3 new teachers)
PBIS Coach	40%
Technology Coach	51%

Some of the more common areas that were collaborated on were:

- Student Issues (Behavioral and Academic)
- Vertical and Horizontal Alignment
- Time to talk and get new ideas/strategies
- Grading and Assessment
- Looking at student data [more closely]
- Working with vertical grade level teams
- Feedback from other teachers (in and out of content areas)

When looking at the surveys and feedback responses given, there was absolutely no negative comments on the leadership roles, but some very informative and constructive ideas that we can address in the future as far as leadership focus. As far as meeting this goal, we agree that it was mostly met, but need to work on communicating more consistently throughout our district and keep finding ways to develop our leadership skills; and to provide the best possible learning atmosphere for our teachers, which in turn improves student growth and achievement.

Q10: 3a. Local TLC Goal	<i>Respondent skipped this question</i>
Q11: 3b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
Q13: 4a. Local TLC Goal	
Promote additional collaboration between and among our teacher teams to transform teaching and learning practices to increase overall student achievement and eliminate current achievement gaps. (Including APR goals).	
Q14: 4b. To what extent has this goal been met?	
(no label)	Mostly Met
Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	

Impact of TLC Plan - 2015-2016

One of the overall positive effects of the TLC system this year, was just the consistent “talk” and analysis of student assessment and data (including district, building, and individual levels through PD, PLC, and continued collaborative conversations. Because of this consistent and on-going conversation, the data and concerns were always being addressed and/or adjusted. For that fact alone, our APR goals were met this year:

Reading: By Spring of 2016, the percentage of Iowa Valley students proficient (based on NSS) on the Iowa Assessment will increase from 79% to 82% proficient to average of grades 3 through 11. The Spring 2016 percentage average was 82.3%.

Math: By Spring of 2016, the percentage of Iowa Valley students proficient (based on NSS) on the Iowa Assessment will increase by 5% from 75% to 80% proficient total average of grade 6th, 7th and 8th. The Spring 2016 percentage average was 86.2%.

Science: By Spring of 2016, the percentage of Iowa Valley students proficient (based on NSS) on Iowa Assessment will increase by 6% from 71% to 77% proficient total average of grades 8th, 9th and 10th cohort group. The Spring 2016 percentage cohort average was 85%.

Because of these consistent data conversations, we have also developed other such assessment goals in the areas of:

Iowa Assessments:

- * (Reading) By Spring of 2017, the percentage of Iowa Valley students proficient (based on NSS) on the Iowa Assessment will increase by 5% from 69.2% to 74.2% proficient total average of grades 7th & 8th cohort. (2015-2016: 6th & 7th graders)
- * (Math) By Spring of 2017, the average percentage of Iowa Valley students proficient (based on NSS) cohort group 4th-7th (2016-2017) will increase by 3% from 85.5% to 88.5%.
- * (Science) By Spring of 2017, the percentage of Iowa Valley students proficient (based on NSS) on Iowa Assessments will increase 3% from 82.9% to 85.9% proficient total average of cohort grades 5th-8th. (2015-2016: 4th - 7th graders)

Early Intervention: through MTSS, Progress Monitoring and FAST goals

- * By Spring of 2017, 80% of K-6 students will be at benchmark goals for their grade level. (CMB(-R)(Fluency) and/or aReading (comprehension))

NWEA assessment: through using specific MAP data and Learning Continuum resources to focus on specific standards and areas of student need

- * Reading: By Spring of 2017, 2nd-11th grade span will increase from two grade levels that are at least 70% to six grade levels that are at least 70% proficient.
- * Math: In Spring of 2017, the average percentage of Iowa Valley students in grades 2-11 (based on MAP norms from Fall to Spring) will increase from Fall 2016 to Spring 2017.
- * Science: In Spring of 2017, after implementing the use of the Learning Continuum and standards, all grade levels 2-11 will increase 5% per grade level (based on grade level norms.)

Content Areas: through teacher assessments, SBG and new Language!

Program - that will align 6th, 7th and 8th grade Language Arts (which seems to be showing gaps between elementary and secondary buildings)
- we have begun vertical conversations in Language Arts which will continue into 2016-2017, and plan to address all other content areas in the same manner.

This consistent "talk" and analysis of student data has been addressed in our 2015-2016 District Action Plan and PD by following the Iowa Professional Development Model(IPDM). We have analyzed data, formed SMART goals and made revisions based on that data. Because this is only our first year of the new TLC system change, we don't feel the student achievement data can be assessed completely through the current measures of effectiveness. Therefore we will be collecting the data (Graduation Rates, Post-Secondary, PSAT/ACT, AP Enrollment), but will not have specific impact results to present at this time.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Support new teachers in the implementation of quality instructional practices and meet their learning needs.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

New teacher retention: 100%

It is noted that our three new teachers worked consistently with the Mentor Teacher, but more specific content help was needed. Our Mentor Teacher was hired through the Grant Wood AEA Mentor Training Program (New Teacher Center Induction Program). She met with each new teacher weekly from 45-90 minutes, depending on the needs of the teacher. She observed classrooms with pre- and post- meetings. She helped them to analyze student data and helped with lesson planning. She worked with our three new teachers with the Plan, Teach, Reflect model. All in all, she collaborated with these teachers for a total of 126 hours throughout the year.

Through the Teacher/Mentor Survey and a local survey we sent out to our new teachers, we found that they want to continue (100%) working with the Mentor Teacher, but one of the most important things they all agreed on was they needed support from other staff and teachers, also. Some of the top areas that they worked on and will use in the future are: classroom management, behavior intervention, questioning techniques, parent communication and assessment analysis.

Iowa Valley have three very dedicated new teachers and one more coming in next year. We have worked hard to incorporate them in discussions and PD activities. The Instructional Coach and Lead Teachers are always checking in to make sure their needs are being met. The Mentor and Model Teachers are planning to incorporate even more contacts with these beginning teachers so they can become confident in their teaching strategies, but also know where to go and not to feel hesitate to ask questions.

Q19: 6a. Local TLC Goal

Support greater technology implementation and provide support to classroom teachers in using effective technology within the district.

Q20: 6b. To what extent has this goal been met?

(no label)

Mostly Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Technology is always changing and all of our students need the knowledge and skills to use technology effectively in school and when they graduate to college and careers. This has been very important to Iowa Valley Schools and we have worked hard to keep up with it. We have reinstated our Technology Committee which meets monthly. We not only address updates in our technology, but our Technology Coaches have been dedicated to making sure all teachers in their buildings are using the tools that are provided. We have begun to look at Coding in K-12 this year and plan to bring in a more dedicated curriculum to K-8 next year. Our secondary Technology Coach began "Tech Tuesdays" during the second semester and plans to keep adding resources as she continues in technology training within the classroom curriculum. We have also looked at data through technology surveys (Bright Bytes through GWAEA) and plan to keep our 1-to-1 iPad initiative at the middle school level (6-8), but are changing to ChromeBooks for the high school level, seeing as their needs are a little different as they prepare for self-directed learning and college/careers.

When looking at these changes and initiatives, we have found that our technology goal has mostly been met. We continue to look at new ways to provide students with a variety of technology tools that will keep them engaged, yet also give them the knowledge to adapt to ever-changing demands that society brings to them.

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

After looking at all of the data, we have found the students are making growth, but they're still not reaching proficiency, so we need to start looking at individual student needs and pinpoint those skills that they just don't have.

Our PLC and PD sessions are going to focus more in detail to specific student data, whereby a grade span of teachers will reflect on individual students and make decisions based on their findings. They will also be using more resources on the NWEA website (Learning Continuum) that pinpoint specific student needs based on their individual learning, whether it be standards they are not learning or areas where they need enrichment. At the elementary level, we will continue to access and refine our MTSS strategies and continue to reflect and adjust as students continue reading for proficiency.

Communication was also a concern, with all the new leader positions and change. Our TLC plan is a little unique in that we only have one role that is 100% out of the classroom, while all of the others are 100% within the classroom. This makes it difficult to plan for consistent meetings, especially when we do not have common planning times. Our goal is to adjust our PLC, PD and collaborative meetings (including administration) to make them more consistent throughout the year.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

During an early PLC discussion, our fourth grade teacher discovered a 3 to 1 interview strategy to assess student vocabulary before a novel unit. Thanks to the shared strategy, she used the technique through the rest of the year and it had tremendous effect as the students worked toward FAST scores and reaching student goals.

Some of the many comments from TLC survey and/or reflections:

- “We realize we are all dealing with the same problems, so it is not an individual thing (lower numbers in classes due to scheduling, online courses, etc.)”
 - “We have received more insight into the general education curriculum and skill levels of ALL kids.”
 - “We’ve had discussions on grading and assessments as well as student behaviors. We have also had discussions on dual credit opportunities.”
 - “We have had a little more time to ask questions and talk about how others are implementing things in their classrooms. It has given us time to look at data more closely.”
 - “We’re starting to see more connections across grade levels instead of just in our own common areas.”
 - “We had great support from our team leader who provided us feedback, and she did an amazing job at keeping us on track and focused.”
 - “Great! I would like to take more time to work with the teacher leaders next year, since the positions are becoming more defined.”
 - “ I felt there was always someone I could go to for questions. I knew the questions would be addressed, even if the results were not what I would want. I felt I had a voice in matters!”
-

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.